



Campobello Gramling School

250 Fagan Ave
Campobello, SC 29322

Grades	PK-8 Middle School	
Enrollment	713 Students	
Principal	John M. Hodge	864-472-9110
Superintendent	Ronald W. Garner, Ed. D.	864-471-2846
Board Chair	Travis Sloan	864-472-2846

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Excellent	Good
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Good	Good
2009	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2012-13 whose 2011-12 test scores were located

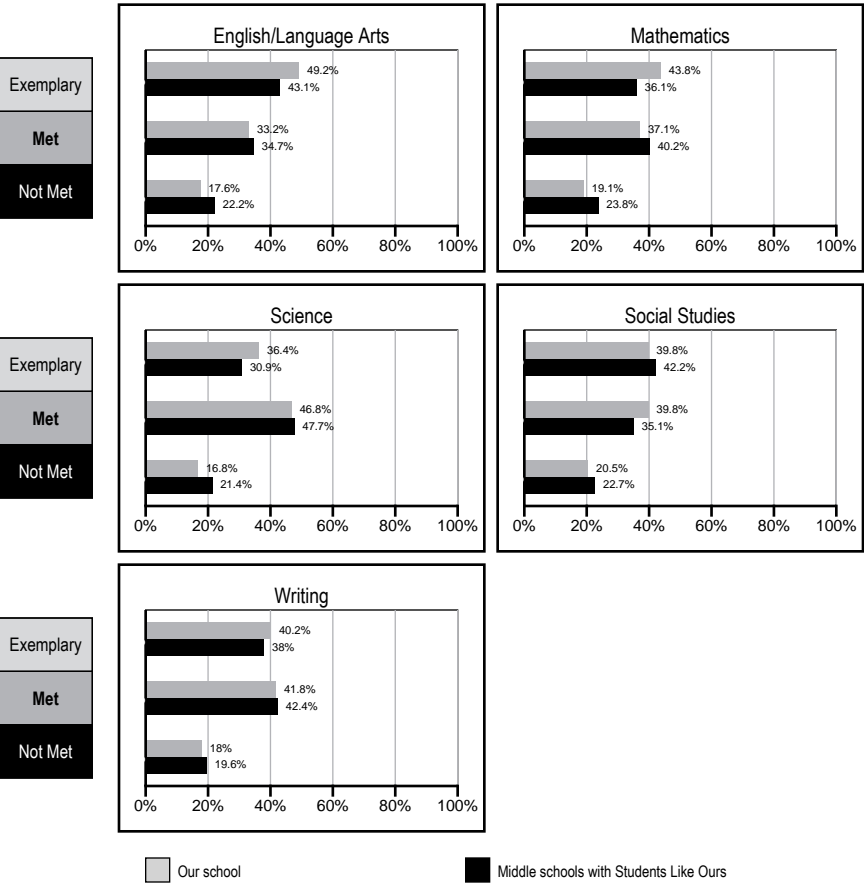
97.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
14	15	10	0	0

* Ratings are calculated with data available by 03/14/2014.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.3%
English 1	N/A	94.4%
Physical Science	N/A	N/A
US History and the Constitution	N/A	0%
All Subjects	100.0%	97.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=713)				
Students enrolled in high school credit courses (grades 7 & 8)	14.7%	Up from 14.3%	25.4%	24.6%
Retention rate	0.5%	Up from 0.3%	0.4%	0.6%
Attendance rate	96.3%	Down from 96.6%	96.3%	95.9%
Served by gifted and talented program	15.3%	N/A	24.2%	18.5%
With disabilities	10.6%	N/A	11.7%	13.0%
Older than usual for grade	1.7%	N/A	3.7%	4.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.6%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=46)				
Teachers with advanced degrees	80.4%	Down from 82.6%	62.7%	61.5%
Continuing contract teachers	95.7%	No Change	79.2%	77.2%
Teachers returning from previous year	90.8%	Down from 95.0%	88.5%	85.9%
Teacher attendance rate	96.7%	Up from 95.0%	94.4%	94.9%
Average teacher salary*	\$52,024	Up 2.1%	\$48,077	\$47,313
Professional development days/teacher	15.5 days	Up from 14.6 days	11.4 days	10.1 days
School				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 19.7 to 1	22.9 to 1	22.1 to 1
Prime instructional time	92.6%	Up from 90.8%	89.7%	89.6%
Opportunities in the arts	Good	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	99.8%	99.0%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$6,869	Down 1.8%	\$6,814	\$7,239
Percent of expenditures for instruction**	73.0%	Up from 71.0%	65.0%	63.0%
Percent of expenditures for teacher salaries**	72.0%	Up from 69.8%	63.0%	61.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Campobello Gramling School completed the 2012-2013 school year with many accomplishments. Academically, seven eighth grade students were recognized as South Carolina Junior Scholars, and three seventh grade students were named Duke Tip Scholars. One student was selected to attend the Scholars Academy program at the University of South Carolina Upstate for the 2013-2014 school year. In addition, one hundred percent of the eighth grade Algebra I class passed the End of Course testing. Campobello Gramling School received the Palmetto GOLD award for absolute PASS scores during the 2011-2012 school year. Campobello Gramling School was named the 2012-2013 South Carolina Exemplary Reading School.

Our related arts classes continue to offer award-winning programs. In seventh and eighth grades, CGS band students participated in 20 events in the Solo & Ensemble Festival in May. They earned ten Superior ratings, nine Excellent ratings and one Good rating. The CGS middle school chorus participated in the Carowinds Choral Festival and received a Superior rating. Our art program continues to earn awards in all grades on national, state and local levels. The faculty and staff of Campobello Gramling School seek to support charitable causes and encourage our students to do the same. This year, CGS raised money for March of Dimes (\$1700) and Relay for Life (\$5000), and collected more than 6000 canned goods for those in need. Forty-eight faculty members donated over \$1300 to United Way. In total, the faculty, staff and students of CGS raised over \$8000 for charities. This could not have been done without the generous support of our community.

Throughout the year, teachers participated in a variety of staff development opportunities including study groups, literacy training, vertical articulation and the implementation of the Common Core State Standards (CCSS). Also, our middle school and related arts faculty participated in a district-wide book study and staff development focusing on strategies to support the CCSS. An area of special emphasis this year is a continued effort to implement our school (SACS) goals, which include improving school communication, improving student achievement for all students, and enhancing staff development to improve instructional effectiveness. We meet monthly to discuss, revise, design, and implement strategies to address these goals. It is our continued commitment to do so for the success of our students and Campobello Gramling School.

Sincerely,

John M. Hodge, Principal

Carey Ballew, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	65	75
Percent satisfied with learning environment	97.6%	100%	93.3%
Percent satisfied with social and physical environment	95.3%	95.4%	96%
Percent satisfied with school-home relations	100%	95.4%	92.2%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	92.5
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Campobello Gramling School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 6-8						
All Students	663.9	664.2	647.5	643.6	99.4	99.8
Male	666.9	667.2	657.0	656.4	99.6	100.0
Female	660.6	660.9	637.6	630.7	99.2	99.6
White	665.1	664.4	647.3	644.8	99.4	99.8
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	599.9	595.2	586.2	578.3	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	96.0	100.0
Subsidized meals	647.3	646.7	630.9	625.3	99.2	100.0
Annual Measurable Objective (AMO)	628.0	628.0	628.0	628.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	76	100	10.7	8	81.3	89.3
	4	79	98.7	11	34.2	54.8	89
	5	91	100	22.2	36.7	41.1	77.8
	6	85	100	21.7	21.7	56.6	78.3
	7	77	98.7	16.9	35.2	47.9	83.1
	8	77	100	13.7	34.2	52.1	86.3
2013	3	76	100	12.5	18.1	69.4	87.5
	4	82	97.6	10.3	33.3	56.4	89.7
	5	84	100	10.4	39	50.6	89.6
	6	97	99	18.9	36.8	44.2	81.1
	7	93	100	12.4	29.2	58.4	87.6
	8	75	100	20.5	32.9	46.6	79.5
Mathematics							
2012	3	76	100	10.7	21.3	68	89.3
	4	79	100	8.1	37.8	54.1	91.9
	5	91	100	16.7	36.7	46.7	83.3
	6	85	100	18.1	31.3	50.6	81.9
	7	77	98.7	18.3	46.5	35.2	81.7
	8	77	100	19.2	46.6	34.2	80.8
2013	3	76	100	18.1	26.4	55.6	81.9
	4	82	100	3.8	29.5	66.7	96.2
	5	84	100	5.2	29.9	64.9	94.8
	6	97	99	16.8	34.7	48.4	83.2
	7	93	100	19.1	32.6	48.3	80.9
	8	75	100	20.5	45.2	34.2	79.5
Science							
2012	3	39	100	28.2	35.9	35.9	71.8
	4	79	100	13.3	61.3	25.3	86.7
	5	45	97.8	13.6	47.7	38.6	86.4
	6	42	100	21.4	40.5	38.1	78.6
	7	77	98.7	15.3	43.1	41.7	84.7
	8	39	100	22.2	25	52.8	77.8
2013	3	38	100	11.4	62.9	25.7	88.6
	4	82	100	7.7	47.4	44.9	92.3
	5	41	100	2.7	59.5	37.8	97.3
	6	49	100	22.9	60.4	16.7	77.1
	7	93	100	12.4	32.6	55.1	87.6
	8	38	97.4	16.2	62.2	21.6	83.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	37	100	8.3	30.6	61.1	91.7
	4	79	100	1.3	48	50.7	98.7
	5	46	97.8	20.5	45.5	34.1	79.5
	6	43	100	17.1	51.2	31.7	82.9
	7	77	98.7	31.9	31.9	36.1	68.1
	8	38	100	5.4	27	67.6	94.6
2013	3	38	100	8.1	40.5	51.4	91.9
	4	82	100	9	30.8	60.3	91
	5	43	100	12.5	30	57.5	87.5
	6	48	97.9	14.9	61.7	23.4	85.1
	7	93	100	21.3	30.3	48.3	78.7
	8	37	100	22.9	34.3	42.9	77.1
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	91	100	16.7	32.2	51.1	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	79	100	18.4	35.5	46.1	81.6
2013	3	75	100	18.1	34.7	47.2	81.9
	4	83	97.6	8.9	45.6	45.6	91.1
	5	82	100	10.4	42.9	46.8	89.6
	6	97	97.9	19.1	48.9	31.9	80.9
	7	92	97.8	11.4	34.1	54.5	88.6
	8	75	100	23.3	42.5	34.2	76.7

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample